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ABSTRACT

The mission, philosophy, and goals of the Fountain Valley School District (California) and their implementation in the areas of curriculum and evaluation and assessment, are detailed in this report, which is the result of an organizational self-study in order to improve the quality of the district's instructional and managerial services. Specific guidelines for planning, developing, and reporting the action plans for implementation of the operational goals are also provided. The materials used to illustrate the implementation of these goals in the areas of curriculum and evaluation and assessment include lists of principles, elements, purposes, goals, and criteria; skills requirements; comments on educational regulations; literature reviews; and evaluation forms and guides to their use. (DCS)

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IMPLEMENTING STANDARDS FOR QUALITY ELEMENTARY SCHOOLS KINDERGARTEN THROUGH EIGHT GRADE

Presented at
The American Association of School Administrators'
Annual Conference
March 8, 1985
Dallas, Texas

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The Fountain Valley School District has been committed to a concept of organizational self-study in order to improve the quality of instructional and managerial services needed to be a successful school district.

The National Association of Elementary School Principals' document, Standards for Quality Elementary Schools: Kindergarten Through Eighth Grade, has been used as one of several resources in the development of a process of strategic long-range planning. That process has included the governing board, administrators, teachers, parents, community, and students.

FOUNTAIN VALLEY SCHOOL DISTRICT
MISSION, PHILOSOPHY AND GOALS

The Fountain Valley School District, throughout its history, has demonstrated a deep and continuing commitment to excellence in education. That commitment is reflected in the District's Mission Statement, Philosophy and Strategic Goals.

The District believes in a strategic-planning process that enables the Board of Trustees, the Superintendent and staff to develop long-range plans to assure that programs and activities address current, emerging and ongoing issues in education, school administration and classroom teaching. The planning process is never-ending; however, the starting point is the development of a limited number of strategic and operational goals by the Board of Trustees. The Superintendent and staff define and articulate outcomes in terms of action plans that are closely aligned and serve to accomplish the strategic and operational goals.

By focusing on long-term, desired outcomes, it is more likely that actions and decisions will have lasting and significant results for the district rather than utilizing short-term reactions that may solve problems only temporarily or cause such problems to reoccur without any ultimate solution or significant impact. Important to this process is the study of external factors that impact on the schools and the District.

Those factors include economic conditions, social factors, demographic changes and public expectations, among others. The Fountain Valley School District is a goal-driven organization. It tries to develop programs that serve the needs of the students and meet the challenges facing our profession. Because we live in a constantly-changing world, the Fountain Valley School District works to remain flexible. Change is part of our daily lives. As relevant factors change, so will our goals, objectives and plans.

As Superintendent, I urge every staff member, parent and interested citizen to study our Mission Statement, District Philosophy and Strategic and Operational Goals. We seek a cooperative, supportive quest to give meaning and life to these statements that will result in effective schools and a quality school district.

Every staff member is expected to support the District's Mission, Philosophy and Goals and to assist in developing meaningful objectives and activities that are relevant to each employee's assignment. In addition, every employee of the Fountain Valley School District should interpret and articulate the Mission, Philosophy and Goal statements to every citizen and our various publics in order to secure the public's confidence in our schools.

MISSION STATEMENT

The Fountain Valley School District believes that the public interest is best served through assuring high-quality education for all students, and that knowledgeable, ethical, professional and effective educators are essential to achieving educational excellence. As such, the Fountain Valley School District's mission is clear. We are organized to provide the delivery of high-quality education and instruction through a combination of efficient and responsible management and forward-looking and exciting teaching.

DISTRICT PHILOSOPHY

The future of our country is dependent on the young people who are being educated in our schools today. The Fountain Valley School District is committed to providing an environment of excellence in which all children are encouraged to develop their maximum potential. The learning environment must be an exciting, positive, safe place where children feel free to grow and develop. This requires a well-trained staff with a clear sense of their mission in working with our children. To this end we have identified the values that are the Philosophy of the Fountain Valley School District. The District is committed to helping our children develop in each of these areas, and we ask parents and the community to join us in supporting this commitment.

Basic Skills

Students need a strong foundation in the basic skills in order to function as productive members of society. These include the fundamentals of reading, writing and math. Recognizing the value of a balanced education, students must also acquire knowledge and understanding of science, social studies, fine arts, health and physical education.

Communicators

Students need to be competent verbal and non-verbal communicators. In their speaking, listening, reading and writing, they must be able to express and receive ideas and feelings effectively and appropriately.

High Achievement

Students need to work in an environment of excellence. Within such an atmosphere, students must develop high expectations, set realistic goals and work toward mastery levels of achievement.

Lifelong Learners

Students need to be lifelong learners who are self-motivated to take advantage of opportunities for personal development. They need to use knowledge and the process of learning to enhance their lives, classrooms, schools, family and communities now and in the future.

Respect for Others

Students need to develop respect and appreciation for other students, teachers, staff, property and the educational process. Students must practice tolerance, flexibility, empathy and equality.

Self-Concept

Students need to develop healthy, positive self-concepts that will enable them to feel successful academically, personally and socially. They must recognize and value their own uniqueness and accept both their capabilities and limitations.

Adopted By:

Fountain Valley School District
Board of Trustees
September 6, 1984

DEFINITIONS

Strategic Planning

Strategic planning is a process for identifying the purpose or mission of an organization, recognizing internal and external factors, data and issues that do or could impact the organization significantly, analyzing those influences to determine the effects they do or could have on the organization's ability to accomplish its mission, developing long-range plans for dealing with the environment, instituting actions that will implement those plans and achieve the mission. Strategic planning is a management style, not a recipe or prescription. It is a process for being proactive and it avoids allowing people in an organization to feel helpless or victimized. It is an integrated set of actions aimed at increasing the long-term well-being and strength of the school district in relation to other districts and education in general.

Strategic Goals

The Fountain Valley School District has adopted five strategic goals. These resulted from senior management studying the District's mission and philosophy, the internal and external environmental factors relevant to the mission and philosophy, analyzing those factors, discussing them with the Board of Trustees and coming to consensus agreement with the governing board regarding the shape and condition of the District in the future. That vision is expressed in the following five areas:

- Education

  In the belief that all students can learn and are expected to be successful, the Fountain Valley School District will design, implement and review on a regular basis, the educational program necessary to insure a comprehensive instructional program emphasizing basic skills, verbal and non-verbal communication, high achievement, life-long learning, respect for others and positive self-concept.

- Personnel

  The Fountain Valley School District will implement equitable and current legal procedures for personnel selection, compensation, assignment, evaluation, application of practices, promotion and separation to assure that the employees are qualified to achieve the mission and goals of the district.

- Administration

  The Fountain Valley School District will maintain and operate its buildings, grounds and equipment in a safe and functional condition and be able to modify them to meet new program needs. Lease arrangements and contracts will be made that contribute to the income and operation of the District's mission, goals and programs.

- Business

  The Fountain Valley School District will maintain exemplary procedures and controls for the security of the District's funds, utilize all fiscal resources in a cost-effective manner, will anticipate a plan for limited-term deficit spending, prepare and establish a recovery plan for a balanced budget which includes a reserve and seek to secure all available state, federal and alternative funding in support of the District's mission, goals and objectives.

- Community Relations

  The Fountain Valley School District will practice effective, two-way communication with its various publics in order to develop the understanding necessary to insure a reliable foundation of support for the District's mission, goals and objectives..

Adopted By:

Fountain Valley School District
Board of Trustees
September 6, 1984

Operational Goals

Thirteen operational goals were developed in alignment with the five strategic goals. Operational goals resulted from surveying educational, economic and political issues important to the school district. Senior management and the Board of Trustees, again, arrived at consensus of the ones which needed immediate attention. Middle management had the opportunity to add operational goals, and did, in one case. The operational goals are the shorter-term, more immediate targets that staff is obligated to achieve enroute to accomplishing the strategic goals.

- Education
  - The Fountain Valley School District will define and implement "Excellence in Education."
  - The Fountain Valley School District will strengthen the competencies of staff to better meet their current responsibility as professionals as well as meeting the changing needs of the District.
- Personnel
  - A plan will be developed and followed for adjusting the number of staff in the Fountain Valley School District as student population and programs change.
  - The personnel evaluation system will be implemented and monitored as intended.
  - The management of contracts, certificated and classified, will be a primary responsibility of all managers.
  - The Fountain Valley School District will provide an employee-assistance program.
- Administration
  - The maintenance, upkeep and modifications of facilities and equipment will be kept current.
  - The use of technology in all its aspects will be coordinated and implemented throughout the school district.
- Business
  - All managers in the school district will work to assist the school district in achieving balanced budgets and avoiding deficit spending.
  - The Fountain Valley School District will review insurance cost containment alternatives in an effort to reduce expenditures.
  - The Fountain Valley School District will seek ways to generate additional funding for the District and for public education generally.

- Community Relations

  - All managers will identify the publics who lend to the success of the District, and communicate with them on a positive and continuing basis.

  - The District will adopt a legislative action plan to benefit the Fountain Valley School District as well as education in the state and nation.

Objectives/Activities

These are the action plans that every manager will be responsible for developing. Objectives/activities are to be prepared by every manager in the District and will be approved by the managers' supervisors based on their (the objectives and activities) contribution to achieving the operational goal. The keys to the objectives/activities are their relevance and importance to the operational goals.

Position Responsible

Each manager is required to assign personnel within their area of supervision to be responsible and accountable for each objective/activity.

Implementation Date

This is the time period and/or the final target date of completion for an objective/activity.

Comments

These are to be entered as records and documentation throughout the process rather than when the plan is submitted.

Senior Managers

There are five senior managers who are responsible to the superintendent for the five strategic goals. Senior managers are responsible for the accomplishment and success of their respective strategic goals including all managers contributions to it. In addition, senior managers are responsible for achieving their own divisional and/or departmental action plan.

Principals

Each principal in the District is responsible for all the strategic goals and operational goals and the action plans developed that are relevant to the schools and assignments.

Middle Management

All other managers are responsible, under the direction of their supervisor, for the strategic and operational goals and action plans that are relevant to their assignment.

DIRECTIONS

Every employee of the Fountain Valley School District who is designated as management (certificated and classified) is required to submit to their immediate supervisor/evaluator operational goal sheets that are relevant to their area of service. The supervisor/evaluator shall make the final determination of the sheets required. For the first year the action plan may be through June, 1986.

The plans submitted shall have been developed with full participation of the manager's staff; that is, those people who are affected by the objectives and activities planned. No employee should be designated in the column "Position Responsible" without having been consulted and informed prior to the assignment.

Upon completion of the operational goals sheets, each manager shall submit the entire packet to their supervisor/evaluator not later than the deadline indicated in the timeline. The supervisor/evaluator shall review the entire packet and approve it based on the following criteria:

1. Significance of the objectives/activities to achieving the strategic goal,
2. Relevance of the objectives/activities to the operational goal;
3. Involvement of appropriate staff in planning the objectives/activities;
4. Delegation of responsibilities to appropriate staff;
5. Timely implementation, especially in terms of completion;
6. Ability to document, evaluate and report;
7. Objectives/activities may not exceed one page per operational goal.

After receiving the packet of operational goals sheets, each supervisor/evaluator will schedule a meeting according to the timeline with each manager in their department/division to review the materials and conclude one of the following:

1. Approval of the operational goal sheets as submitted;
2. Approval of the operational goal sheets with modifications;
3. Return of the operational goal sheets for revisions and resubmittal.

In any case, the supervisor/evaluator shall give reasons, recommendations and assistance in completing the operational goal sheets. All decisions regarding the operational goal sheets are final with the supervisor/evaluator.

TIMELINE

For 1984-85, the schedule will be different than in succeeding years because of the developmental nature of the first year.

December 11	Special Management Team meeting/inservice
January 31	Completion of operational goal sheets by all managers
February 1-15	Supervisor/evaluator conferences
February 28	Final approval of operational goal sheets
April 15	Mid-term formative assessment by supervisor
June 24-28	Final assessment by supervisor

In the 1985-86 school year, the completion of the operational goal sheets by each manager will be done by October, with formative assessments in mid-year (January).

ACCOUNTABILITY

Every certificated and classified manager in the District is responsible to plan with their respective staff and develop objectives/activities (an action plan) to accomplish the operational goals that relate to their job responsibilities.

Superintendent

The Superintendent is ultimately responsible and accountable to the Board of Trustees for the establishment of strategic goals, the consensus of operational goals and the progress/success of achieving both the strategic and operational goals. In addition, the Superintendent is accountable for implementing, managing and evaluating the entire strategic planning process.

Senior Managers

Senior managers are responsible for providing the information and data necessary to the development of the strategic and operational goals. In addition, they are held accountable to the Superintendent for the accomplishment of the strategic goals within their respective areas, as well as designing an action plan for achieving the operational goals that are relevant to their position. They are also responsible for serving as liaison staff to their respective management committees in terms of providing resources to all managers regarding their areas of responsibility.

Principals and Middle Managers

Principals and middle managers are responsible to serve on management committees and at the selection of the Superintendent, as chairpersons of one of the committees. In those roles, the chairpersons are responsible to serve on the strategic planning steering committee with the respective senior manager for that area. In that role they are expected to provide input, ideas and recommendations relative to their committee assignment, as well as overall advice to the Superintendent regarding the process.

In the role of committee members, every member of the management team is assigned to a management committee and is expected to participate in the problem-solving, decision-making process related to that committee.

Finally, all principals and middle managers are responsible and held accountable for accomplishing the operational goals relevant to their assignment and to contribute toward the success and achievement of all the strategic goals.

REPORTING

All management personnel will be involved in documentation, record-keeping and reporting. The major portion of the documentation can be done by managers keeping notes in the right-hand column of the forms labeled "COMMENTS."

At all meetings of a manager with their supervisor/evaluator subsequent to the formulation and approval of their action plan, managers are expected to provide their supervisor/evaluator with an updated copy of their documentation and comments as recorded on the forms. At the end of any specified period (usually at the end of the school year), a formalized copy of the operational goal sheets with information and data documented in the "COMMENTS" column will be required from each manager to their respective supervisor/evaluator.

It is intended that an evaluation of the strategic and operational goals will be provided in summary form by the Superintendent to the Board of Trustees in a timely fashion that will enable the Board to utilize that information in planning the allocation of financial, human and capital resources. Additional oral and/or written reports may be required at any time by a supervisor/evaluator at their discretion.

This presentation will show how two major areas of the standards--curriculum and evaluation and assessment-- have been implemented in the Fountain Valley School District.

CURRICULUM

PRINCIPLES OF CURRICULUM MANAGEMENT

Dr. Ruben I. Ingram, Superintendent
Fountain Valley School District

1. Curriculum holds organized schooling together.

2. Curriculum is what will be learned, what order will the learnings be presented, and how much time will be spent on them.

3. The task of educational leadership is to carry out the plan.

4. A curriculum is a management tool.

5. The adopted curriculum and daily classroom lessons are not always the same.

6. "Cellular organization" inhibits productivity.

7. A curriculum reflects what ought to be, and not what necessarily is.

8. Curriculum and testing are often improperly related.

9. Textbooks and instructional strategies often become the curriculum.

Source: Fenwick W. English, Quality Control in Curriculum Development, Arlington, VA., American Association of School Administration 1978

ELEMENTS OF CURRICULUM IMPLEMENTATION

- Planning Sound Instruction

- Providing Quality Instruction

- Using Relevant Materials

- Utilizing Appropriate Assessment

ELEMENT I: Translating the Curriculum Into Planning For Effective Instruction

An instructional leader who gives direction to and monitors the intended curriculum in order to cause it to become the actual curriculum has a set of skills to carry out a series of functions. Those skills and functions are as follows:

1. Definition and articulation of the adopted curriculum standards.

2. Staff development and training regarding the expectancies.

3. Validation of staff's curriculum knowledge and planning skills.

4. Validation of staff's implementation of the planning curriculum.

5. Formative assessments of pupil progress.

6. Evaluation of the process.

ELEMENT II: Assessing and Managing Content/Technique/ Strategic Competencies of Teachers

An instructional leader who organizes and manages the content, technique, and strategic competencies of teachers that cause those personnel to provide quality instruction based on the adopted curriculum has a set of skills to carry out a series of functions. Those skills and functions are as follows:

1. Assesses the teacher's knowledge of the subject matter taught and provides feedback relative to it.

2. Assesses and provides feedback of the teacher's knowledge and effectiveness in the use of the elements of instruction.

3. Assesses and provides feedback regarding the optimum use of instructional time.

4. Assesses and provides feedback regarding the organization of lesson plans and the presentation of them.

ELEMENT III: Selecting and Utilizing Relevant Instructional Materials

An instructional leader who gives direction to, monitors, and evaluates the selection and utilization of instructional materials that are relevant to support the intended curriculum and its outcomes has a set of skills to carry out a series of functions. Those skills and functions are as follows:

1. Selection of instructional materials relevant to the curriculum

2. Appropriate utilization of the available materials.

3. Evaluation of the effectiveness of the materials.

ELEMENT IU: Designing, Utilizing, and Monitoring Program Outcome Measures

An instructional leader who gives direction to the selection or designing of meaningful measures of program/student achievement, utilizes data and program outcome information, and monitors the process of analysis and interpretation of data to plan for improvement has a set of skills to carry out a series of functions. Those skills and functions are as follows:

1. Knowledge and understanding of data/information.

2. Staff development and training in use of data/information.

3. Design/Utilization of an improvement plan.

4. Design/Utilization of a cyclical assessment process.

EVALUATION AND ASSESSMENT

V. COMPREHENSION:
The student will understand the meaning of printed language at the literal, inferential, and critical levels.

Grade student is enrolled

	K	1	2	3	4	5	6	7	8	concepts tested
A. LITERAL										
1. Recall specific detail	+	0	—	●	—	—	—	—	—	I-K thru 8 3C,6C,6P,8P
2. Relate items in correct sequential order	+	0	—	—	●	—	—	—	—	I-K thru 8 3C,6C,6P,8P
3. Identify literal main idea	+	—	0	—	●	—	—	—	—	I-K,1,2,3, 7,8, 6C,6P,8P
4. Summarize material			0	—	●	—	—	—	—	6C
5. Follow written directions		0	—	—	●	—	—	—	—	6P,8P
B. INFERENTIAL										
1. Draw appropriate conclusions		0	—	—	●	—	—	—	—	I-K thru 8 3C,6C,8P
2. Predict appropriate outcomes	+	0	—	—	●	—	—	—	—	I-K thru 6 3C,6C
3. Make appropriate inferences using context clues		0	—	—	—	●	—	—	—	I-1,2,7,8 6C,6P
4. Distinguish fiction/non-fiction				0	—	●	—	—	—	6P
5. Identify inferred main idea			0	—	—	—	●	—	—	I-4 thru 8 3C,6C,6P
6. Identify cause/effect relationships				0	—	—	●	—	—	I-3 thru 8 3C,6C,6P
7. Make appropriate comparisons and contrasts				0	—	—	●	—	—	6C,8P
8. Distinguish fact/opinion (propaganda)					0	—	●	—	—	6C
9. Determine author's purpose						0	—	●	—	I-3 thru 8 6C

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CURRICULUM IMPLEMENTATION - ELEMENT IV

Practice #4 -- Matching Test Skills Objectives to the Curriculum

Objectives: Identify the major skill objectives from the test manual and analyze each area against the six main curricular and instructional questions.

Using grade six ITBS capitalization skills objectives, the test results, and the district curriculum, select the sub-skills of the greatest need, list them on the analysis sheet and make the "analysis match."

Grade level: _____

Subject: _____

Sub-test: _____

Title: _____

Skills Objectives	Included in Grade Level Curriculum? If so, indicate level of introduction and mastery, e.g., 2/5, for introduced in second grade; mastered in fifth.	Sufficient Time Allocation?	Appropriate Instructional Materials?	Is Instructional Methodology Appropriate?	Validated Weakness Through Other Objective Test Data	Validated Weakness Through Classroom Performance	Comments

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CURRICULUM IMPLEMENTATION - ELEMENT IV

Practice #5 - Writing An Instructional Improvement Plan

Objectives: Identify the most important sub-skills for the grade level, the most appropriate strategies/ interventions, and determine a degree of achievement desired.

Using the form below, complete it according to the directions.

Fountain Valley School District
Educational Services

PLAN FOR IMPROVING ITBS SCORES FOR 1983 GRADE _____ SCHOOL_____PRINCIPAL_____

What are you going to improve in your instructional program? (List sub-test and skill objective)	How are you going to improve in these identified skill areas? (Delineate strategies in relation to specific weaknesses)	How are you going to measure your success? (Desired degree of achievement)

Submit Plan to Assistant Superintendent, Educational Services

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LEGAL BASIS FOR CURRICULAR ADHERENCE

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

- ☐ Palmer vs. Chicago Board of Education (ILLINOIS)
- ☐ Millikan vs. Board of Directors (WASHINGTON)
- ☐ Kingsville I.S.D. vs. Cooper (TEXAS)
- ☐ Simineo vs. S. D. No. 16 (WYOMING)
- ☐ California Education Code Section 44662 (SB813)

PUPIL PROGRESS TOWARD ESTABLISHED STANDARDS

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

Revised California Education Code Section 44662(b) now requires evaluation of teachers in relation to ". . . (1) The progress of pupils toward the standards established pursuant to sub-division (a): i.e., expected pupil achievement at each grade level in each area of study . . ."

Comments

School administrators are under a specific obligation to utilize systematic ways of making such determinations about pupil progress toward standards. While the Education Code continues to prohibit the use of "publishers' norms on standardized tests" in evaluating teachers' competency, nothing prohibits administrators from using the results of standardized tests to assess the curriculum and/or instructional program, and use that information to establish standards. That is not to say evaluating individual teachers in relation to their students "moving "x" number of percentile points," but rather to gain consensus that adequate achievement by the majority of students is reflected within a defined band on such tests. In fact, the most appropriate use of group-normed tests is to assess groups, not individuals or teacher performance. The problem, of course, is whether or not the standardized test selected accurately reflects the adopted curriculum. A major objective of the curriculum alignment philosophy is such a match. If there is not such a match, the district/school would be well-advised to address that issue prior to the development of new criteria.

Other types of assessment instruments that could be utilized directly in the evaluation process are state tests such as the California Assessment Program (CAP), criterion-reference, school/teacher designed, and/or textbook related. A newer idea is what could be termed Curriculum Mastery Tests, which are a form of criterion-referenced test; but instead of the test items chosen against a set of objectives, the items are chosen based on topics, concepts, and blocks of skills. Whatever choice is made, however, the key is that the test is written to reflect specific curriculum. The advantages of Curriculum Mastery Tests over Criterion-Referenced Tests are the

"blocking" of items rather than using "molecular-type" items that may be too discrete to assure us that students have acquired more than basic knowledge, but have indeed acquired some understanding of the content, as well as the relevancy of the test to a specific curriculum.

In any event, following are some points from the Effective Schools Research that do relate to this are of assessing pupil progress. Some of these overlap, of course, into one or more of the other three areas in Education Code 44662, such as time on task could be under "instructional techniques and strategies," and coordinated curriculum could be under "adherence to curricular objectives."

1. Academic Emphasis (Specific Objectives, measurable growth, mastery, outcome-based)

2. Time On Task (Time allocated to academics, active student engagement, academic learning time, limited interruptions, more coverage, more content, high success)

3. Coordinated Curriculum (Alignment of instructional objectives, materials, techniques, assessments. Single text, objectives are basis for instruction, not texts.)

4. Active Teaching (High rate of teacher-pupil contact. Large group instruction, practice, feedback, monitoring)

5. Instructional Leadership (Principals know curriculum and instruction; principals coordinate and control time, student progress, and staff development.)

6. Monitoring Student Progress (Ongoing diagnosis and prescription, record student progress, use test results, seek academic gains)

7. Structured Staff Development (Systematic. Directly related to goals, involvement of entire staff. Staff agrees to participate, implement and support the efforts.)

INSTRUCTIONAL TECHNIQUES AND STRATEGIES

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

Revised California Education Code Section 44662(b) now requires evaluation of teachers in relation to " . . . (2) The instructional techniques and strategies used by the employee . . . ."

Comments

Instructional techniques and strategies are, in reality, the "how" of instruction, and variations in teaching styles are desirable. Districts may, however, exert control over this area as long as they have made their requirements very clear to the teaching staff well in advance of holding them accountable or prohibiting certain practices.

In addition, while assessing the teacher's competency in the subject matter itself is not specified in the statute, it is certainly implied; for one could hardly carry out an effective lesson without the necessary content, knowledge, and background no matter how sophisticated were the techniques or strategies. The assessment of effectiveness in the use of accepted elements of instruction, optimum use of time, and the ability to plan and present lessons are also within this category of required assessment.

As with other categories, there are elements that could appear in more than one category. Certainly the selection and utilization of texts and materials as well as specific techniques of lecturing, simulations, etc. would fit here.

Following, however, are four models of overall teaching strategies that are applicable to effective teaching when used in more detailed fashion:

MASTERY LEARNING TEACHERS

1. Clearly define the objectives/learnings
2. Know and use task analysis
3. Diagnose students' current levels
4. Articulate expectations
5. Give direct instruction (input, guided practice, feedback/ assessment)
6. Check for mastery
7. Extend or correct

BTES MODEL TEACHERS

1. Diagnose
2. Prescribe
3. Present
4. Monitor
5. Give feedback

MADELINE HUNTER TEACHERS

1. Establish a set
2. State objective and purpose to students
3. Give instruction regarding objective
4. Provide models
5. Check for understanding
6. Provide guided practice
7. Provide independent practice

DIRECT INSTRUCTION

1. Clear goals
2. Sufficient time allocation for instruction
3. Extensive coverage of content
4. Strong relationship between objectives taught and tested
5. Careful sequencing of tasks
6. Teacher control of learning pace
7. Activities with high rate of success (questions)
8. Monitoring student performance
9. Immediate feedback to students

Sources: Benjamin S. Bloom, All Our Children Learning, McGraw Hill Book Company, New York, 1981.

B. Rosenshine, Teaching Behaviors and Student Achievement: A Review of Research, Stockholm International Association for Evaluation of Educational Achievement, 1970.

Madeline Hunter, Teach More Faster, TIP Publications, El Segundo, California, 1969.

Charles W. Fisher, David C. Berliner, "Teaching Behaviors, Academic Learning Time, and Student Achievement: An Overview," Time to Learn, California Commission for Teacher Preparation and Licensing, Sacramento, California, 1980.

ADHERENCE TO CURRICULAR OBJECTIVES

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Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

Revised California Education Code Section 44662(b) now requires evaluation of teachers in relation to " . . . (3) The employee's adherence to curricular objectives . . . ."

Comments

This new language may be the most important statutory change in recent years to assist principals in their role as instructional leaders. Used properly it can be a very useful tool in returning order and consistency to the curriculum and provide the avenue to cause the intended curriculum to be the actual curriculum.

Holding teachers accountable for delivering curricular content as intended may bring cries of infringement of academic freedom and the like, but the courts have clearly settled that issue: governing boards may determine what students are supposed to learn. If districts/schools develop clearly the "what" and allow flexibility in the "how," most teachers and teacher organizations, will cooperate, and students will receive greater equity among different teachers.

Systems of accountability will need to be developed, however. Whether the goal is one of coverage, proficiency, cooperative planning, etc. no longer will districts be in a position to hand out guides and courses of study and not monitor their implementation.

While the selection and utilization of relevant instructional materials are also within the scope of techniques and strategies, the decision to use a particular text or other material is, or should be, part of a larger strategy. In addition, the selection and utilization of relevant materials can fall within the scope of "adherence to curricular objective," for the selection and/or use of a text or material not related to the desired outcomes is questionable in terms of progressing toward the intended objectives. One could even argue that the use of non-related texts or materials would violate the first category in E.C. 44662(b); i.e., "progress of pupils toward established standards."

In any event, for the intended curriculum to be the actual curriculum, it is necessary to have an alignment of objectives, materials, instruction, and assessment with adherence to curricular objectives forming the basis for instruction.

The Effective Schools Research certainly addresses this area in terms of some items listed under other categories, particularly under pupil progress toward established standards: academic emphasis, coordinated curriculum, instructional leadership, monitoring student progress. Following, however, is an application of those concepts from which an analysis of what a teacher who is adhering to the curriculum would do:

1. Knows the curriculum for his/her grade level and/or subject.

2. Uses that scope and sequence and/or course/topic outline to make short- and long-range lesson plans.

3. Uses, selects, and/or develops instructional materials that will achieve the objectives.

4. Demonstrates competency in the content of the curriculum (knows and understands the skills, concepts, subject matter to be taught).

5. Uses and/or develops formative and summative assessment instruments/data to establish priorities, emphasis, pacing, etc.

6. Uses or develops a record-keeping system to validate results.

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ESTABLISHMENT AND MAINTENANCE OF SUITABLE LEARNING ENVIRONMENT

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

Revised California Education Code Section 44662(b) now requires evaluation of teachers in relation to " . . . (4) The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities . . . ."

Comments

Classroom control, student discipline, pupil, parent, and staff relationships have always been areas of major concerns for administrators in evaluating teachers. Research has shown over the years that lack of classroom control has been the most common reason for teachers receiving less than satisfactory evaluations and eventually being dismissed. Experienced administrators are well aware of the reasons; i.e., it is the easiest to observe, is brought to administrator's attention through referrals to the office, and parent complaints are common. Recent systems and training in assertive discipline along with a pronounced change in public support for stronger discipline have resulted in improvements in discipline in most schools and classrooms.

The major element to note, however, in the new statutes is the elimination of the language regarding evaluation of non-instructional duties of teachers. Many of the points listed below from the effective schools research could be defined as non-instructional. Administrators making changes in their evaluation criteria must be especially careful to cover that area. It appears that this sub-section (4) is the most appropriate place for such language.

Following are again some elements from the Effective Schools Research that could apply to this area:

1. Student Participation/Responsibility (Opportunities for students, involve large segments of pupils, skills training for pupils)

2. Rewards/Recognition (Many chances to win: academics, citizenship, service, governance: participation--frequent, variety, unifying, reinforcing, publicity)

3. High Expectations (Mastery of objectives, success, accountability, staff attitudes.)

4. Safe/Orderly Environment (Order, discipline, major standards, incremental consequences, clear understanding, fair, consistent, enforcement, support)

5. Home/School Support (Frequent two-way communication, parent input, parent involvement, parent assistance, parent education workshops)

6. Staff/Student Cohesion/Support (Sense of community, respectful and friendly, express concerns openly, student pride, teacher-student interactions)

7. Collaborative Organization Processes (Open communication, shared decision making, collegial planning, constructive conflict, resolution, consensus)

FOUNTAIN VALLEY SCHOOL DISTRICT

Rand Corporation Study of Teacher Evaluation
"Teacher Evaluation: A Study of Effective Practices"

- Survey of 32 districts noted for effective systems
- In-depth study of four outstanding districts
  - Salt Lake City, Utah
  - Lake Washington, Washington
  - Toledo, Ohio
  - Greenwich, Connecticut
- Findings
  - "An underconceptualized and underdeveloped activity"
  - "Most...will have to develop improved systems before... merit pay or ladder plans"
  - "School principals too often lacked sufficient resolve and competence to evaluate teachers accurately"
  - "Resistence or apathy on the part of many teachers toward evaluations"
  - "A lack of uniformity and consistency of systems within districts"
  - "Inadequate training for evaluators"
- Summary Finding
  - "Teacher evaluation is not a trivial undertaking... done properly, it requires substantial resources and a great deal of attention. Most districts have a perfunctory system of evaluation."
- Essential Ingredients of a Good System
  - Sufficient time and resources committed to teacher evaluation
  - Teachers and Administrators working together
  - Methods for checking the accuracy of evaluator's reports
  - Evaluation tailored to specific goals
- Greatest Obstacle
  - The lack of time - for observing, assisting teachers who need help. Exemplary districts create time for evaluation

RAND
TEACHER EVALUATION
A Study of Effective Practices
Arthur E. Wise, Linda Darling-Hammond
Milbrey W. McLaughlin, Harriet T. Bernstein

Utilizing the conclusions and recommendations from the Rand Study, the following checklist has been developed to help districts assessing their evaluation practices:

	YES	NO	DON'T KNOW	NOT APPLICABLE
Conclusion One: To succeed, a teacher evaluation system must suit the educational goals, management style, conception of teaching, and community values of the school district.				
• The school district should examine its educational goals, management style, conception of teaching, and community values and adopt a teacher evaluation system compatible with them. It should not adopt an evaluation system simply because that system works in another district.	___	___	___	___
• States should not impose highly prescriptive teacher evaluation requirements.	___	___	___	___
Conclusion Two: Top-level commitment to and resources for evaluation outweigh checklists and procedures.				
• The school district should give evaluators sufficient time, unencumbered by competing administrative demands, for evaluation. This may mean assigning staff other than the school principal to some evaluation functions.	___	___	___	___
• The school district should regularly assess the quality of evaluation, including individual and collective evaluator competence. The assessments should provide feedback to individual evaluators and input into the continuing evaluator training process.	___	___	___	___
• The school district should train evaluators in observation and evaluation techniques, including reporting, diagnosis, and clinical supervision skills, when it adopts a new teacher evaluation process.	___	___	___	___

	YES	NO	DON'T KNOW	NOT APPLICABLE
Conclusion Three: The school district must decide the main purpose of its teacher evaluation system and then match the process to the purpose.				
• The school district should examine its existing teacher evaluation system to see which, if any, purpose it serves well. If the district changes the purpose, it should change the process.	___	___	___	___
• The school district should decide whether it can afford more than one teacher evaluation process or whether it must choose a single process to fit its main purpose.	___	___	___	___
Conclusion Four: To sustain resource commitments and political support, teacher evaluation must be seen to have utility. Utility depends on the efficient use of resources to achieve reliability, validity, and cost-effectiveness.				
• The school district must allocate resources commensurate with the number of teachers to be evaluated and the importance and visibility of evaluation outcomes.	___	___	___	___
• The school district should target resources so as to achieve real benefits.	___	___	___	___
Conclusion Five: Teacher involvement and responsibility improve the quality of teacher evaluation.				
• The school district should involve expert teachers in the supervision and assistance of their peers, particularly beginning teachers and those in need of special assistance.	___	___	___	___
• The school district should involve teacher organizations in the design and oversight of teacher evaluation to ensure its legitimacy, fairness, and effectiveness.	___	___	___	___
• The school district should hold teachers accountable to standards of practice that compel them to make appropriate instructional decisions on behalf of their students.	___	___	___	___

Checklist of Elements: An Organization Approach to Evaluation of Teachers

Directions: Check "yes" if the element has been addressed and implemented; check "no" if not; check "pending" if discussions/study have taken place, but there is not full implementation; and check "not applicable" if it doesn't fit your own local situation either philosophically or practically.

IN OUR SCHOOL DISTRICT WE HAVE.....	YES	NO	PENDING	N/A
• Established "excellence in teaching" as a high priority for the district	—	—	—	—
• Adopted and published reasonable criteria for evaluating teachers	—	—	—	—
• Adopted sound procedures for determining whether teachers satisfy these criteria and applied these procedures uniformly to teachers in the district	—	—	—	—
• Provided unsatisfactory teachers with remediation (assistance) and a reasonable period of time to improve	—	—	—	—
• Established and implemented procedures for ensuring that appraisers have the requisite competencies	—	—	—	—
• Provided appraisers with the resources needed to carry out their responsibilities	—	—	—	—
• Held appraisers accountable for evaluating and dealing with incompetent teachers	—	—	—	—
• Provided incompetent teachers with a fair hearing prior to making the dismissal decision	—	—	—	—

SOURCE: Managing the Incompetent Teacher
Edwin M. Bridges with the assistance of Barry Groves
Institute for Research on Educational Finance and Governance
Stanford University

THE PURPOSES OF EVALUATION

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

1. The law requires it.

2. Evaluations can improve overall quality of programs and service.

3. Evaluations can improve the performance of individual employees.

4. Evaluation records provide the necessary documentation to protect the interests of both the employer and employee.

GOALS OF THE EVALUATION SYSTEM

Dr. Ruben L. Ingram, Superintendent
Fountain Valley School District

1. To help focus on goals, objectives, and significant issues of the school system.

2. To establish commitments to accomplishing those expectations in a practical and manageable fashion.

3. To identify and assign accountability for desired processes and outcomes.

4. To establish credibility regarding performance standards among Board, administration, teachers, staff, parents, and community.

5. To provide avenues for early identification of problems and prompt resolution.

6. To support extreme judgments with relevant, recorded facts.

7. To maintain the evaluation system as a uniformly-managed system in strict accordance with its intent and specifications.

8. To maintain a system that demonstrates ongoing growth of employee performance with an interdependence of current performance with prior performance.

9. To maintain a system that encourages improvement in the total educational program as well as the performance of individual employees.

10. To establish and maintain a system that is open to all participants with intent and personal records available to each employee.

11. To maintain the system in a time-thrifty fashion that is efficient and productive.

12. To provide for reasonable appeals of significant decisions.

13. To insure that all paperwork becoming part of an employee's file will be clearly understood by the employee.

14. To provide evaluations that candidly define the supervisor's perception of the employee's performance.

Fountain Valley School District

CRITERIA FOR ASSESSING TEACHER COMPETENCY

The purpose of these criteria is to provide guidance to administrators in evaluating and assessing certificated employee competency as it reasonably relates to:

1. The progress of pupils toward the standards established pursuant to sub-division (a); i.e., the established standards of expected pupil achievement at each grade level in each area of study.

   - Determines student needs through the use of appropriate diagnostic techniques and tools.
   - Uses knowledge of the curriculum and the standards to plan appropriate long- and short-range goals.
   - Develops and implements learning activities relevant to those goals.
   - Develops and/or utilizes appropriate evaluation systems and techniques.
   - Develops and utilizes appropriate methods for recording student progress.

2. The instructional techniques and strategies used by the employee.

   - Demonstrates knowledge of techniques and strategies effective for the subject matter taught.
   - Determines and utilizes appropriate instruction in terms of correct levels of difficulty and/or appropriate degrees of complexity.
   - Organizes and makes maximum use of instructional time.
   - Develops and utilizes effective organization and presentation of instruction/ lessons.
   - Develops and/or utilizes a variety of materials, equipment, and teaching techniques.
   - Uses knowledge of sound principles of learning in presenting instruction.

3. The employee's adherence to curricular objectives.

   - Demonstrates knowledge of the curriculum and subject matter for which the employee is responsible.
   - Uses knowledge of the district curriculum guides, scope and sequence frameworks, and/or course outlines to implement instruction.
   - Developes and/or utilizes a system to monitor the pace and progress of instruction toward the intended curricular objectives.

4. The establishment and maintenance of a suitable learning environment within the scope of the employee's responsibilities.

   - Develops and implements acceptable standards assuring the health, safety, and welfare of students.
   - Establishes and maintains standards and procedures which promote an orderly learning environment.
   - Develops and maintains open channels of communications between home and school.
   - Develops and maintains an atmosphere of mutual respect among pupils, teachers, and staff.
   - Establishes and maintains professional working relationships among colleagues and staff members.
   - Develops and implements the programs and procedures established within the school.

FOUNTAIN VALLEY SCHOOL DISTRICT

Certificated Instructional Evaluation Summary

Name _____ Location _____ School Year _____

Assignment _____ Permanent _____ Temporary _____

Probationary: 1st year _____ 2nd year _____ 3rd year _____

	Rating
Pupil Progress Toward Established Standards	☐
Instructional Techniques and Strategies	☐
Adherence to Curricular Objectives	☐
Suitable Learning Environment	☐

EXPLANATION OF RATING SYMBOLS

"S" = Satisfactory (Meets or exceeds expectations of the Fountain Valley School District)

"N" = Needs to Improve (Unsatisfactory performance not meeting the expectations of the Fountain Valley School District may require participation in a program to improve appropriate areas.)

Dates of Observations/Conferences:

Evaluator's Comments:

Teacher's Comments:

Signature of Evaluator _____ Date _____

Continued Services: Recommended _____ Not Recommended _____

This evaluation has been discussed with me. Signing this form does not necessarily mean that I agree with the ratings.

Date of Summary Evaluation Conference _____ Signature of Employee _____

Signed comments are attached by Evaluator ☐ and/or Teacher ☐

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FOUNTAIN VALLEY SCHOOL DISTRICT

Classroom Observation Form

Person Observed	Grade	Date

Subject Area - Ability Level	to Time in Classroom

Instructional Objective (Established by Instructor):

Teacher/Student Behaviors in Relation to the Instructional Objective (Stated by Supervisor):

Supervisor's Recommendations/Comments:

Instructor's Comments:

Instructor	Supervisor	Conference Date

PRINCIPAL ORAL EXAMINATION

Directions: The following eight areas are the newly-adopted competencies for obtaining the second step or Professional Level Administrative Services Credential in California. They are, in effect, the new standards for administrators; therefore, your questions of the candidates should attempt to assess their level of knowledge and experience in these areas.

1. Organizational Theory, Planning and Application

   Share your views regarding the skills needed to lead classroom teachers in our district.

2. Instructional Leadership

   Explain how you will translate instructional theory and current educational issues into instructional practices for the regular classroom teacher.

3. Evaluation

   Explain how you plan to evaluate one of the instructional programs to determine effectiveness.

4. Professional and Staff Development

   Explain your understanding of staff development and how you would design a successful staff development program.

5. School Law and Political Relationships

Explain your understanding of the governance of education in California, and give some examples of strategies that could be used for effecting change.

6. Fiscal Management

Explain your understanding of school level budgeting. Give examples of effective techniques for adminstering a school budget.

7. Management of Human and Material Resources

Explain your concept of the area of human resources and how these resources would be assigned to manage a school.

8. Cultural and Socio-Economic Diversity

Explain your understanding of the socio-economic conditions of the school district. Give examples of effective practices in meeting the needs of various cultural groups at the school level.

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COMPETENCIES

A. Organizational Theory, Planning and Application

An effective administrator needs an understanding of organizations as independent and dependent social entities, and must have the requisite skills to structure and/or lead in a variety of organizational settings, e.g., school boards, staff groups, parent groups, curricular design, community groups, regional and state groups and agencies, and the like.

Programs approved to provide optimum preparation for administrators in this competency area shall address the underlying knowledge, skills and application common to effective structuring and operation in varied organizational settings and must provide means for candidates to demonstrate and/or apply skills in this area.

B. Instructional Leadership

Instructional leaders use effective management strategies and human relations skills to apply a breadth of knowledge about learning and instructional theory, educational trends and issues, and societal needs to the improvement of curriculum and instructional practices. This knowledge enables administrators to assess the degree to which objectives are met, and to design effective strategies to expand the range of instructional practices to meet diverse student needs. Such leaders interpret theory and practice to the community and other educators, and continuously add to their own knowledge of curriculum, instruction, and learning.

C. Evaluation

An effective administrator has a depth of understanding about evaluation in its many forms. He/she promotes a learning climate that produces high-level student outcomes, compares curriculum and instructional practices with the goals adopted by the governing board, and employs effective supervision and evaluation techniques in helping staff improve performance. The effective administrator also uses a range and variety of measures to collect evidence of student achievement of district and societal goals, develops systems of aligning curriculum, instructional and assessment practices with school district goals. He/she determines the effectiveness of programs in terms of balance, integration and continuity, and judges the worth of categorical and other special programs in terms of their contribution to overall goals.

D. Professional and Staff Development

Administrators skilled in professional and staff development plan collaboratively with other leaders and participants to assess needs, determine appropriate instructional strategies for adult learners, and apply principles of organizational development. They integrate staff development with institutional goals and programs, and monitor and maintain program effectiveness. Additionally, skilled administrators generate, locate and utilize fiscal, human, and material resources to achieve these ends.

The professional whose major responsibility is to provide professional staff development, in addition to all the above, designs staff development programs that produce changes in staff behavior and uses effective instructional presentation skills.

E. School Law and Political Relationships

The effective administrator demonstrates a thorough understanding of the legal framework and political processes that affect the educational setting by being able to: identify and analyze the current issues affecting educational policy, project trends and determine legal and political implications, apply legal requirements and principles in review and/or development of policies and practices at the local school and district level, demonstrate skill in use of legal resources, identify and analyze the various political and sociological forces that directly or indirectly have impact on the school environment, work with competing interests through using the skills of compromise, negotiation and coalition-building and institute change strategies for the improvement of the educational environment.

F. Fiscal Management

An effective administrator needs a broad understanding of concepts relative to school finance. The candidate for the Professional credential should demonstrate knowledge of, but is not limited to, the following areas: historical and current sources and types of funding for public and private schools, district-level funding and budgeting, the financial implications of personnel contracts and other obligations, current problems affecting school finance, categorical program funding, budgeting format used in the district of employment, and organizational and functions of the business services department in the district of employment.

The candidate shall demonstrate skills in, but should not be limited to, the following areas: site- or program- or district-level funding and budgeting, administering a budget, and planning for the utilization of funds.

G. Management of Human and Material Resources

An administrator who has reached a high level of skill in dealing with human and material resources employs effective staff utilization models which recognize staff needs, organizational constraints, and available resources, employs appropriate personnel principles and practices in managing employee relations, employs effective planning strategies for both short-term and long-range staffing needs, develops effective guidelines for managing office, school plant, and support services, and develops planning models for assessing future needs in school plant development and ancillary support services.

H. Cultural and Socio-Economic Diversity

An effective administrator demonstrates that he/she understands and values cultural pluralism. To this end, an effective administrator demonstrates knowledge and understanding of the cultural diversity of society and an understanding of the local community. The administrator actively participates in the various cultural elements of the community.

The effective administrator practices leadership in developing, implementing, monitoring and assessing instructional programs so that the needs of various cultural groups in the community are met.

The effective administrator provides leadership in providing appropriate staff development, parent and community development, and student activities that meet each cultural group's needs.